Problem Solving/Response to Intervention (RtI) at the Secondary Level

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Student Profiles

- 8.7 million 4th-12th graders can’t cope with academic demands
- 74% of all 9th graders scored at Unsatisfactory or Basic Level on state assessment
  - Unsatisfactory = 3%ile WR; 1%ile RC
  - Basic=9%ile WR; 8%ile RC
- 70% of adolescents graduate; 50% of students with color do
- Students who stay “on track” in freshman year (earn 5 credits and no more than 1 F) 3.5 times as likely to graduate

Student Profiles (cont.)

- “On-track Indicator”
  - Students who stay “on track” in freshman year (earn 5 credits and no more than 1 F) 3.5 times as likely to graduate
  - One semester F decreases likelihood of graduating from 83% to 60%
  - 2 Fs decreases likelihood to 44%
  - 3 Fs decreases likelihood to 31%

The Performance Gap

- Infrastructure Support
  - Flexible Scheduling
  - Planning Time
  - Professional Development Time
  - Extended Learning Time
  - Smaller Learning Communities
The Performance Gap

Grade Level
Expectations
Demands
Skills

Instructional Core
System Learning Supports
• Progress Monitoring
• Data-Based Decision Making
• Problem-Solving
• Instructional Coaching
• Professional Learning

Infrastructure Supports
Current Supports

Years in School

The University of Kansas Center for Research and Learning

Problem Solving Process

Problem Identification
What is the Problem and Is it Significant?

Plan Evaluation
Did our plan work?

Problem Analysis
Why is it happening?

Plan Development
What shall we do about it?

They evaluate and decide what more needs to be done to meet their goals

They initiate changes in accordance with local conditions

They draw on an understanding of learning to select improvement strategies

1. Schools & Communities define their problems using their goals

http://www.ncrel.org/sdrs/school.htm

Problem Solving Process

Similarities?

http://www.nsdcc.org/connect/projects/resultsbased.cfm
Complete the School Improvement Section in the Self Study

- What are the strengths and weaknesses of your current school improvement plan?
- How does your school improvement plan relate to Problem Solving and RtI?

Basic Skill Deficit: What services are needed?

Students need intensive intervention to work on basic literacy components

Students develop the foundational decoding, fluency, and comprehension skills through specialized, direct, and intensive instruction in reading. Intensive instruction in listening, speaking, and writing is often a part of these services.

For example: Courses in researched-based reading programs such as the SRA Corrective Reading Program.
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### Instructional Planning Form: 7th Grade English-Reading

<table>
<thead>
<tr>
<th>Instructional Procedures</th>
<th>Materials</th>
<th>Arrangements</th>
<th>Time</th>
<th>Motivational Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus or Skill</td>
<td>Teaching Strategy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics, Fluency,</td>
<td>Teacher-Led Instruction</td>
<td>Corrective</td>
<td>Small group</td>
<td>50 min 4X/week</td>
</tr>
<tr>
<td>Vocabulary, Comprehension</td>
<td>Instruction, Partner Work</td>
<td>Reading</td>
<td>(6:1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary, Reading</td>
<td>Teacher-Led Instruction, Class Discussions</td>
<td>Graphic organizers</td>
<td>Small group</td>
<td>50 min 5X/week</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Instruction, Independent Work</td>
<td>Novels</td>
<td>(13:1)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Motivational Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 min 4X/week</td>
<td>Verbal Praise Points System</td>
</tr>
<tr>
<td>50 min 5X/week</td>
<td>Verbal Praise</td>
</tr>
</tbody>
</table>

An intensive multi-faceted option for those who need it.

• Students with underlying language needs learn the linguistic, related cognitive, metalinguistic, and metacognitive underpinnings they need to acquire content literacy skills and strategies.

• For example: Speech-language pathologists, special education teachers, and social workers engage students in educational language and literacy instruction using a researched-based program such as the Sopris West Language! Program.
# High School Instructional Program

<table>
<thead>
<tr>
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<th>Motivational Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Grammar, Oral Language, Writing</td>
<td>Language!</td>
<td>Small group (6-8:2)</td>
<td>90 min 4X/week 50 1x/week</td>
<td>Verbal Praise Points System</td>
</tr>
<tr>
<td>Vocabulary, Reading Comprehension</td>
<td>Teacher-Led Instruction, Class Discussions, Independent Work</td>
<td>Graphic organizers, Novels</td>
<td>90 min week</td>
<td>Verbal Praise</td>
</tr>
</tbody>
</table>

## Intensive Reading Intervention

**LANGUAGE! The Comprehensive Literacy Curriculum**

*Grades 3–12*

**Evidence demonstrates that LANGUAGE! The Comprehensive Literacy Curriculum increases the performance of students who are reading two or more years below grade level. Providing an integrated approach to literacy instruction, LANGUAGE! accelerates learning so students can access grade-level content. Designed specifically for struggling learners—English language learners (ELLs) and students in special education or general education—LANGUAGE! leads to improved reading comprehension and written expression. This intensive intervention:

- Integrates the six key literacy strands
- Is explicit and comprehensive
- Provides a solid scope and sequence
- Relies on ongoing and summative assessment to guide instruction
- Enables students to participate and achieve in grade-level classes*
How will basic literacy skill instruction be provided?

- Requires a double-block schedule of English/Language Arts and Reading.
- Where does the time come from?
  - High School Option
    - Reading as an elective
  - Middle School Options
    - Reading instruction instead of foreign language
    - Reading course within the fine arts rotation

Students without Basic Skill Deficits, Need Content-Area Support:
What services are needed?

University of Kansas Strategic Instruction Model (SIM)

Learning Strategies Curriculum

<table>
<thead>
<tr>
<th>Acquisition</th>
<th>Storage</th>
<th>Expression of Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Identification</td>
<td>First-Letter Mnemonic</td>
<td>Sentences</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>Paired Associates</td>
<td>Paragraphs</td>
</tr>
<tr>
<td>Self-Questioning</td>
<td>Listening/Notetaking</td>
<td>Error Monitoring</td>
</tr>
<tr>
<td>Visual Imagery</td>
<td>LINCS Vocabulary</td>
<td>Themes</td>
</tr>
<tr>
<td>Interpreting Visuals</td>
<td></td>
<td>Assignment Completion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test-taking</td>
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http://www.ku-crl.org/sim/
Acquisition Strategy
Self-Questioning

- Attend to clues as you read
- Say some questions
- Keep predictions in mind
- Identify the answer
- Talk about the answers

Embedded strategy instruction-
Example of ASK IT Strategy Implementation

All teachers teach the steps of a self-questioning strategy (ASK IT), regularly model its use, and then embed paraphrasing activities in course activities through the year to create a culture of “active reading.”

Expression Strategy
Error Monitoring

Write on every other line using PENS
Read the paper for meaning
Interrogate yourself using the COPS questions
Take the paper to someone for help
Execute a final copy
Reread your paper

High School Example:
Freshman Reading Classes

- Class A: guided reading, modeling, class discussions, comprehension checks, oral reading, graphic organizers, REWARDS
- Class B: guided reading, modeling, class discussions, comprehension checks, oral reading, graphic organizers
Intermediate and Secondary Reading Interventions

**WRC Mean Rate of Growth Per Week**
- Class A mean rate of growth = 0.67 WRC/week
- Class B mean rate of growth = -1.22 WRC/week

### Instructional Program

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<tbody>
<tr>
<td>Decoding Fluency</td>
<td>REWARDS reading program</td>
<td>Small group (13:1)</td>
<td>50 min 2X/week</td>
<td>Snacks, candy, peer praise, charting progress</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Comprehension strategies (visual/ graphic organizers)</td>
<td>Small group (13:1)</td>
<td>Varies 5 days/week</td>
<td>Positive teacher/ peer feedback, grades</td>
</tr>
<tr>
<td>Class Discussions</td>
<td>Novels REWARDS</td>
<td>Small group (13:1)</td>
<td>Daily 50 min 2X/week</td>
<td>Positive teacher/ peer feedback, candy</td>
</tr>
</tbody>
</table>

### Cary’s Progress

![Cary’s Progress Chart](image-url)
How will Content-Area Strategy Instruction be provided?

- **Middle School**
  - Embedded into content-area courses
  - Strategy Instruction course as part of the fine arts rotation
  - Strategic tutoring in place of foreign language

- **High School**
  - Embedded into content-area courses
  - Strategic tutoring in place of study hall
  - Strategy Instruction as an elective

Increase the Capacity of General Education to Teach ALL Students Critical Content

- All students learn critical content required in the core curriculum regardless of literacy levels.

- **Teachers compensate** for limited literacy levels by using...
  - Explicit teaching routines,
  - Adaptations, and
  - Technology to promote content mastery.

- For example: The Unit Organizer Routine

Content Enhancement Routines
(Creating “learning-friendly” classrooms)

- A way of teaching academically diverse classes in which...
  - The integrity of the content is maintained
  - Critical content is selected and transformed
  - Content is taught in an active partnership with students

Content Enhancement Teaching Routines

- **Planning & Leading Learning**
  - Course Organizer
  - Unit Organizer
  - Lesson Organizer

- **Exploring Text, Topics, & Details**
  - Framing Routine
  - Survey Routine
  - Clarifying Routine
  - Ordering Routine

- **Teaching Routines**
  - Concept Mastery Routine
  - Concept Anchoring Routine
  - Concept Comparison Routine

- **Increasing Performance**
  - Quality Assignment Routine
  - Question Exploration Routine
  - Recall Enhancement Routine
Not Everything We Teach Is Equally Important

“The sheer quantity of information requires us to constantly determine what to include in a course.”

Keith Lenz, 2003

http://www.ku-crl.org/archives/classroom/smarter.html

Components of Well-Designed Syllabi

- Contact Information
- Course Goals and Big Ideas
- Instructions and Directions as to How to Get Help
- Course Materials
- Behavior Expectations and Consequences
- Detailed Information about the Grading System
- Course Calendar and Due Dates
- Self Monitoring Checklists
- Access to Models for Papers, Projects, Tests
Evaluate Components of Syllabus

Welcome to Expanding Academic Opportunities
Teacher: Mrs. Bonnemeier
Before the end of this class, you will be able to:

- Read long, unfamiliar words.
- Understand what you read.
- Use strategies to analyze what you read such as:
  - Paraphrasing
  - Visual Imagery
  - Self-Questioning

Learn to use new vocabulary words.
Read aloud smoothly and with expression
Write complete sentences and well-organized paragraphs
Take reading tests with confidence and perform well on those tests
Accountability this will mean committing

Think of this class like a challenge course in the forest. You will have to work hard independently, but you will also have to work effectively with other students and with me.

Guidelines for Success:
Winners make their own luck. They achieve.
It takes:
- Preparation
- Responsibility
- Integrity
- Dedication
- Effect to be successful!

Classroom Rules:
Winners know the rules and follow them.
1. Come to class every day that you are not sick.
2. Arrive on time with your own pencil and paper.
3. Keep hands, feet, and objects to yourself.
4. Follow directions the first time.
5. Stay on task during all work times.

Activities:
Winners participate and strive to ACHIEVE. The ACHIEVE approach will teach you exactly what you have to do in each type of classroom activity. For now, just be aware that each activity below will include very specific information for you about how to be successful in this class.

Findings the grade status in class:
A grade preview will be placed in your folder every week. This will show your current grade in the class, any missing assignments, and a progress report showing your current reading level.

Your responsibilities after an absence:
Anytime you are absent, you will view a videotape of the large-group activities you missed. You will also need to complete independent practice and vocabulary assignments for the days you missed. You will have the same number of days to make up your work that you were absent. If you were absent on Monday and Tuesday, you will have to finish your make-up work and turn it in on Friday. Always be in class if you are not already ill.

Communication procedures with parents/guardians:
Show your weekly grade print out to a parent or guardian each week. You will get three bonus points for each week you return a weekly grade print with a parent or guardian’s signature.

Ending class:
One minute before the end of class, I will ask you to return to your assigned seats for final announcements. You will be excused by rows, after the bell rings.

Consequences for Classroom Rule Violations:
If you violate a rule, you may be assigned a consequence. Depending on the frequency and severity of the misbehavior, you may receive one or more of the following consequences.
- Loss of a behavior point
- Change in seating assignment
- Detention
- Office referral

If you ever feel that the enforcing of rules and consequences is unfair, you have the right to make an appointment to discuss the situation. I will be as neutral as I can in hearing your complaints or comments.

Consequences for Code of Conduct Violations:
If a student breaks a rule that is covered by the Code of Conduct in your student handbook (possession of illegal substances, abuse, etc.), I must refer the situation to the office for the administrator to make decisions on parental contacts, police involvement and so on. This is part of my job, and not my decision. If you violate a Code of Conduct rule, it will be handled out of class.

Consequences:
- Loss of a behavior point
- Change in seating assignment
- Detention
- Office referral

The School Board approved the proposal and all teachers were trained in the program for the 1994-95 school year.
Writing Workshop

- **PRINCIPLES AND REQUIREMENTS:**
  - Each student must produce 3 pieces of writing that go through the conferencing process
  - Each student must produce a portfolio of the writing process
  - The focus is on the writing process
  - Students must have ownership and their written work must be student-generated

Reading Workshop

- **PRINCIPLES AND REQUIREMENTS:**
  - At least 12 days/year must be devoted to reading workshop
  - Students should be provided time to read
  - Students should gain ownership over texts by selecting what they read
  - Students should respond to text in a variety of ways and there must be teacher/student interaction regarding reading

English Dept 2005-06

- High level of satisfaction with the writing skills of students at LFHS
- Less satisfaction with reading skills and overall enjoyment of reading (based off of 1st semester English finals and anecdotal information)

Vocabulary Matching

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>able</td>
<td>capable of or able to do something</td>
</tr>
<tr>
<td>able-bodied</td>
<td>physically fit and healthy (as opposed to handicapped)</td>
</tr>
<tr>
<td>able-bred</td>
<td>having the qualities or being of the type that makes a person capable of being a good leader</td>
</tr>
<tr>
<td>able-handed</td>
<td>skillful in handling tools or tools</td>
</tr>
</tbody>
</table>

Word Bank

1. abruptly
2. aluminum
3. bondfire
4. canyon
5. charcoaled
6. chrysolite
7. chrysolite
8. chrysolite
9. chrysolite
10. chrysolite
11. chrysolite
12. chrysolite
13. chrysolite
14. chrysolite
15. chrysolite
16. gradually
17. hail
18. hobbled
19. lantern
20. meadow
Vocabulary: The Broad Context.....

“Of the many compelling reasons for providing students with instruction to build vocabulary, none is more important than the contribution of vocabulary knowledge to reading comprehension. Indeed, one of the most enduring findings in reading research is the extent to which students’ vocabulary knowledge relates to their reading comprehension.”


Results...

- Tier One - Basic words
  - chair, bed, happy, house

- Tier Two - Words in general use, but not common
  - concentrate, absurd, fortunate, relieved, dignity, convenient

- Tier Three - Rare words limited to a specific domain
  - tundra, igneous rocks

How can we use this information?

- Vocabulary Matching Screening can be completed in about 15 minutes
  - Using the cut scores provided we have reason to believe that students with scores
    - less than 15 are likely to require strategic or intensive assistance
    - between 16 and 25 may require strategic assistance
    - above 25 are likely to be on track and can continue with instruction as planned
  - in order to meet academic expectations for Illinois State Achievement test in 10th grade

Bringing Words to Life
Isabel Beck
M. McKeown
L. Kucan
Guilford Press
Maze

Jackson and the Bank

Jackson had another great build during his presidency. For years, he had

- the Bank of the United States on
- occasional, at, accident
- again, again being
- organization of wealthy Catterson ever which
- citizens had in
- ordinary, elected, elected the
- control. The Bank
- held the power, in
- held the federal government's money
- institutions, citizens, party
- at, in, and
- controlled much of the economy
- Although the Bank had
- making,-making, supply
- been chartered to, in
- Congress, or was run by private
- bankers, should, minimum
- rather than elected officials

R- CBM

Driving Under the Influence (DUI) Laws

Driving under the influence (DUI) is a very serious offense. If arrested and/or convicted, a driver may lose driving privileges and also may be fined and/or imprisoned. Repeat arrests or convictions may result in greater penalties.

 Arrest and conviction for DUI can be embarrassing, costly, and inconvenient. If arrested, you will be taken to a police station or county jail. You will be held there until bond is posted. Your car may be towed at your expenses, and legal fees can run thousands of dollars.

IMPLICIT CONSENT LAW: When driving on Illinois roadways, you automatically give your consent to submit to certain tests following arrest for DUI. These can include breath, blood, and/or urine tests to determine if you were driving while under the influence. A doctor or registered nurse must perform the blood test. You may have a qualified person of
Program Options

Tier 1:
Pre-teaching Key Vocabulary

Tier 2:
Co-taught English/Reading Block with REWARDS
Co-taught Course on before, during, and after reading
strategies with a focus on content-area text

Tier 3:
Social Opportunities Academic Readiness (SOAR): Includes
Language; Social Language Skills; Vocational
Opportunities; Post-Secondary Exploration

Current School Year…

• Math!
  – Math Department Proposal:
    • Screening & Progress Monitoring
    • Yearly Progress Pro (YPP) McGraw-Hill
      – Review on www.studentprogress.org
      – Includes: CBM, Custom Tests, Practice
        Activities

Current Hypotheses

• Students not mastering Algebraic
  concepts
• Students not able to generalize from
  teacher’s presentation of concepts to
  novel situations (i.e., YPP presentation)